

Buffalo Elementary

733 Main Street
Buffalo, SC 29321

Grades	PK-4 Elementary School	
Enrollment	564 Students	
Principal	Melissa Inman	864-429-1730
Superintendent	Dr. Thomas White	864-429-1740
Board Chair	Ms. Kakie White	864-429-0746

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	14	73	14	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	No
2004	Good	Unsatisfactory	No
2005	Average	Good	Yes
2006	Average	Unsatisfactory	Yes

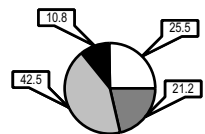
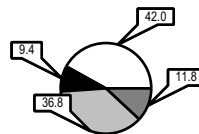
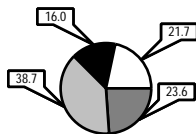
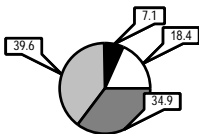
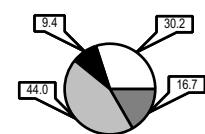
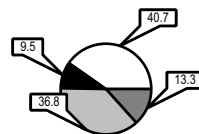
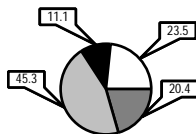
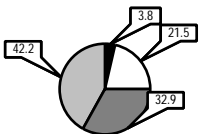
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	225	99.6	18.0	39.8	35.1	7.1	55.0	Yes	Yes
Gender									
Male	114	99.1	23.4	39.3	32.7	4.7	47.7	N/A	N/A
Female	111	100.0	12.5	40.4	37.5	9.6	62.5	N/A	N/A
Racial/Ethnic Group									
White	149	100.0	16.4	34.3	40.7	8.6	64.3	Yes	Yes
African American	73	98.6	20.6	52.9	25.0	1.5	35.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	175	99.4	13.4	39.6	39.0	7.9	59.8	N/A	N/A
Disabled	50	100.0	34.0	40.4	21.3	4.3	38.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	99.6	18.0	39.8	35.1	7.1	55.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	225	99.6	18.0	39.8	35.1	7.1	55.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	136	100.0	20.6	46.0	29.4	4.0	46.8	Yes	Yes
Full-pay meals	89	98.9	14.1	30.6	43.5	11.8	67.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	225	100.0	21.7	38.7	23.6	16.0	52.8	Yes	Yes
Gender									
Male	114	100.0	22.2	35.2	27.8	14.8	54.6	N/A	N/A
Female	111	100.0	21.2	42.3	19.2	17.3	51.0	N/A	N/A
Racial/Ethnic Group									
White	149	100.0	15.0	38.6	25.7	20.7	58.6	Yes	Yes
African American	73	100.0	34.8	40.6	20.3	4.3	40.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	175	100.0	16.4	39.4	25.5	18.8	60.6	N/A	N/A
Disabled	50	100.0	40.4	36.2	17.0	6.4	25.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	21.7	38.7	23.6	16.0	52.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	225	100.0	21.7	38.7	23.6	16.0	52.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	136	100.0	28.6	38.9	23.0	9.5	48.4	Yes	Yes
Full-pay meals	89	100.0	11.6	38.4	24.4	25.6	59.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	225	100.0	42.0	36.8	11.8	9.4	21.2
Gender							
Male	114	100.0	44.4	32.4	13.0	10.2	23.1
Female	111	100.0	39.4	41.3	10.6	8.7	19.2
Racial/Ethnic Group							
White	149	100.0	32.9	38.6	14.3	14.3	28.6
African American	73	100.0	60.9	33.3	5.8	0.0	5.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	175	100.0	38.2	38.8	12.7	10.3	23.0
Disabled	50	100.0	55.3	29.8	8.5	6.4	14.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	42.0	36.8	11.8	9.4	21.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	225	100.0	42.0	36.8	11.8	9.4	21.2
Socio-Economic Status							
Subsidized meals	136	100.0	50.8	34.9	8.7	5.6	14.3
Full-pay meals	89	100.0	29.1	39.5	16.3	15.1	31.4

Social Studies							
All Students	225	100.0	25.5	42.5	21.2	10.8	32.1
Gender							
Male	114	100.0	26.9	38.0	18.5	16.7	35.2
Female	111	100.0	24.0	47.1	24.0	4.8	28.8
Racial/Ethnic Group							
White	149	100.0	22.9	39.3	23.6	14.3	37.9
African American	73	100.0	31.9	49.3	15.9	2.9	18.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	175	100.0	22.4	41.2	23.6	12.7	36.4
Disabled	50	100.0	36.2	46.8	12.8	4.3	17.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	25.5	42.5	21.2	10.8	32.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	225	100.0	25.5	42.5	21.2	10.8	32.1
Socio-Economic Status							
Subsidized meals	136	100.0	31.7	41.3	22.2	4.8	27.0
Full-pay meals	89	100.0	16.3	44.2	19.8	19.8	39.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	104	100.0	15.5	32.0	45.6	6.8	52.4
	4	96	100.0	21.5	57.0	19.4	2.2	21.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	99.1	13.9	34.3	42.6	9.3	51.9
	4	110	100.0	22.3	45.6	27.2	4.9	32.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	104	100.0	19.4	54.4	21.4	4.9	26.2
	4	96	100.0	25.8	34.4	29.0	10.8	39.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	100.0	16.5	41.3	26.6	15.6	42.2
	4	110	100.0	27.2	35.9	20.4	16.5	36.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	104	100.0	30.1	46.6	19.4	3.9	23.3
	4	96	100.0	40.9	36.6	19.4	3.2	22.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	100.0	32.1	48.6	11.0	8.3	19.3
	4	110	100.0	52.4	24.3	12.6	10.7	23.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	104	100.0	26.2	56.3	8.7	8.7	17.5
	4	96	100.0	25.8	49.5	19.4	5.4	24.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	115	100.0	11.0	44.0	29.4	15.6	45.0
	4	110	100.0	40.8	40.8	12.6	5.8	18.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 564)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.1%	Down from 4.2%	3.4%	2.8%
Attendance rate	93.4%	Down from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.0%	0.0%	0.0%
Eligible for gifted and talented	12.3%	Down from 13.2%	9.1%	10.4%
On academic plans	33.6%	N/AV	39.8%	33.6%
On academic probation	N/A	N/AV	1.4%	1.0%
With disabilities other than speech	9.8%	Down from 11.1%	8.4%	7.5%
Older than usual for grade	0.6%	Down from 0.8%	1.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	67.5%	Up from 66.7%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	2.6%	No change	0.0%	0.0%
Teachers returning from previous year	93.5%	Up from 91.2%	87.6%	87.3%
Teacher attendance rate	93.7%	Down from 94.0%	95.2%	94.9%
Average teacher salary	\$44,794	Up 6.0%	\$42,260	\$42,485
Prof. development days/teacher	17.0 days	Up from 15.4 days	14.2 days	13.3 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.2 to 1	18.1 to 1	18.6 to 1
Prime instructional time	84.2%	Down from 88.4%	89.7%	89.7%
Dollars spent per pupil*	\$4,862	Down 0.6%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	71.2%	Up from 64.6%	63.5%	64.0%
Percent of expenditures for instruction*	72.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development	Average	Up from Below Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our mission at Buffalo Elementary School is to prepare our students for a productive future by striving to create a community of lifelong learners. We strive to provide a safe and positive haven where learning is a joyful experience. We feel that we have again made significant gains in our school goals and academic progress in the 2005-2006 school year.

During the 2005-2006 school year, we implemented a new discipline procedure where the emphasis is on positive behavior. With the Positive Intervention and Support model (PBIS) we adopted the 3 Bees as our motto: Be Respectful, Be Responsible, Be Ready to Learn. Our goal is to recognize our students who are behaving in a responsible, respectful manner.

During the 2005-2006 school year, Buffalo Elementary received accreditation by the South Association of Colleges and Schools (SACS). It took an entire team effort on the part of our students, parents, teachers, support staff, custodians, cafeteria staff, and maintenance crew to achieve this honor.

Other successes at Buffalo Elementary School include being the recipient of the Palmetto Silver Award and the recipient of the 21st Century Grant, which allows for an after-school enrichment program for identified students. We also met AYP on the State Report Card, a true indicator of the hard work performed by both our teachers and students. Two of our teachers were recipients of individual awards: one was selected as Union County District Teacher of the Year and will now compete at the state level for South Carolina's Teacher of the Year, and Buffalo's Media Specialist was selected for the Administrator's Academy. We are also proud of the fact that 100% of our students received the Governor's Reading Honor Roll, reading over 50,000 books, and they also raised over \$4,000 for the American Heart Association. Two students had work selected to be published in the Southern Sampler while thirty students were identified as Duke TIP scholars.

Our faculty was also actively involved in the South Carolina Reading Initiative Phase 3 during the 2005-2006 school year. Again, 100% of our professional staff participated in learning about the best practices in literacy with an emphasis on writing.

Our onsite Family Literacy Center continued to grow, thus empowering more families in methods to support the educational growth of their children. Together the parents, teachers, administrators, and community are working toward the common goal of meeting the needs of children.

Our School Improvement Committee and PTA continued to be an active part of the decision-making process at Buffalo. We are proud to have such a dedicated team of students, parents, community leaders, and faculty and staff who all work together to make Buffalo Elementary the best it can be!

Melissa Inman, Principal
Amanda Pettit, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	95	58
Percent satisfied with learning environment	100.0%	92.5%	93.1%
Percent satisfied with social and physical environment	100.0%	91.4%	82.5%
Percent satisfied with school-home relations	97.6%	87.2%	91.2%

*Only students at the highest elementary school grade level at this school and their parents were included.